

**The Report of the
Accreditation Visiting Team**

**Bonneville High School
251 East Laker Way
Ogden, Utah 84050**

February 18-19, 2004



Utah State Office of Education
250 East 500 South
P.O. Box 144200
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**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Bonneville High School
251 East Laker Way
Ogden, Utah 84050**

February 18-19, 2004

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction**

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Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 18-19, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Bonneville High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Lamar Hirschi is commended.

The staff and administration are congratulated for the generally fine program being provided for Bonneville High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Bonneville High School.

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**Board of Regents Appointments*

10/30/03

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Larry Yeates.....	Assistant Superintendent
Lynda Carver	Assistant Superintendent
Robert Petersen	Business Administrator
Jeff Stephens	Curriculum Administrator
Lex Puffer	Secondary Director
Mike Skeen	Elementary Director

BONNEVILLE HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Lamar Hirschi	Principal
Cheryl Allred	Assistant Principal
Leslie Blood	Assistant Principal
Dave Wallace	Assistant Principal

Counseling

Cindy Fonseca	Counselor
Tom Marcheschi	Counselor
Mary Finan	Counselor
Teddie Endow	Counselor

Support Staff

Custodial Staff	Marilyn Gibby	Marilyn Turner
Larell Cottle	Sharon Halliday	Ann Weir
Rhett Chatelain	Nancy Hansen	Wendi Weir
Kerry Call	Debra Jensen	Gloria Yugel
Art Montoya	Denise Johnson	Lunchroom Staff
Tracie Thurgood	Nancy Livingston	Kayleen Anderson
Marland Turner	Crystal Manning	Shirley Badal
Secretaries and Aides	Julie Mattson	Becky Bateman
Connie Bailey	Sharon Mayhew	Jean Keel
Barbara Byram	Angie Muirbrook	Sandra Kriger
Amy Compton	Delores Merrill	Sharon Morin
Shantel Chatelain	Adrienne Nelson	Kathy Olson
Ellen Deamer	Carol Parkinson	Paula Taylor
Barbara Forrest	Billie Jo Taylor	

Faculty

Rosette Acord	Rod Belnap	Aaron Brough
Ralph Andersen	Larry Berg	Tom Budge
Lloyd Barnes	Lee Borup	Mary Lou Bulson
Dave Bell	Jean Brighton	Alan Carlson
Lorna Belnap	Brent Brown	Denise Carlson

Sylvia Carter
Charles Clark
Jennifer Dean
Carol Demonge
Keith Donaldson
Linda Dursteler
Michael Edwards
Mike Fessler
Christopher Flygare
Mont Forsyth
John Garner
Lisa Goff
Fran Haugen
Susan Hill
Clark Hogan
Roger Hunt
Summer Huntamer

Nancy Isaacs
Brent Jepperson
Quinn Karlinsey
Michelle Kirby
Jacqueline Leatham
Vonn Leatham
Sally Lewis
Christina Lundberg
Mary-Margaret Lyon
Heather Melton
Alan Meyer
Edward Miner
Karen Miner
Mae Miya
Kim Monkres
Mitsie Oka
Kathy Ostberg

Terry Pacheco
Nancy Peebles
David Penrod
Jason Petrovich
Russell Porter
Lois Rhodes
Alane Schofield
Robert Scovel
Saralyn Spicer
Brent Strate
Preston Warren
Jan Welsh
Judy Whitby
Kimberly Wilkinson
Matt Williams
Michelle Wood

BONNEVILLE HIGH SCHOOL

MISSION STATEMENT

Bonneville High School is committed to providing an environment of meaningful learning activities where students gain problem-solving skills that will help them become productive members of society and lifelong learners.

BELIEF STATEMENTS

We believe:

That continuous learning is the basis of an effective school.

That learning is ultimately the responsibility of the student, with support from parents, educators, and administrators.

That a positive learning environment free from verbal, physical, and emotional abuse should be provided.

That educators should be supported in their efforts to create a positive learning environment.

That our school community values tolerance, respect, diversity, integrity, and responsibility.

That students and educators have a responsibility to show pride in school, community, and country.

That punctuality, regular attendance, and appropriate school citizenship supports learning.

MEMBERS OF THE VISITING TEAM

Ralph P. Vander Heide, Ph.D., Accreditation Consultant, Visiting Team
Chairperson

Kris Carey, Landmark High School, Nebo School District

Joe Kelly, Principal, Landmark High School, Nebo School District

Becky Laney, West Jordan High School, Jordan School District

Mary Meyer, Copper Hills High School, Jordan School District

Mike Smith, Copper Hills High School, Jordan School District

VISITING TEAM REPORT

BONNEVILLE HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Bonneville High School, a new, state-of-the-art educational facility, opened its doors in the fall of 1960 as the first classes, approximately 900 students, including freshmen, settled in. The school board had decided that the new school would be the most efficient and aesthetically pleasing structure possible. For many years the people of the south end of Weber County had awaited a new high school. As the post-war “baby-boomers” approached secondary school age, it became evident that the time had come. As the plans proceeded for the actual building, a committee led by one of the new faculty members set to work preparing for the positive transition of the community and students.

All students of Weber High who would be future students at the new school, as well as eighth and ninth graders at South Junior High, were involved in choosing the school’s name, colors, and logo, as well as other strategic decisions. The Laker concept began to take shape.

The latest in educational technology and philosophy was reflected, including an in-house television station, electronic language labs, and large art rooms with massive windows for northern light. The architectural design made use of many open spaces, such as a large, central open court and smaller atriums. Great effort had been made to select the finest quality staff to match the excellent facility.

Extracurricular activities, games, dances, pep rallies, assemblies, and “crews” (clubs) fell into place as part of a complete school community and educational experience.

As the population of the area continued to grow, it became necessary to make some structural changes to house many new students. The freshman class moved back to the junior highs, and a new building behind the main structure was constructed to house the English and Social Studies Departments. Later, this building would house the math and vocational classes.

In the mid 1970s, the main open court had to be used to make room for a large enclosed area for activities and cafeteria facilities, as well as a second floor of additional classrooms. A smaller gym was added, and in the late 1990s the math building was renovated to become a technology and vocational area with the latest in computer and business equipment. In 2000 a new weight room, locker room, and athletic area were finished. During the 2002-2003 year the science area was completely reconstructed, and the latest in technology was added there. Now, the school’s self-study states, at the

beginning of the 21st century, Bonneville is into its fifth decade, still looking forward to change and progress through excellence.

At present, the school program includes an eight-period schedule offering the 1,320 students a wide variety of choices in their educational pursuits.

In developing a profile of the school for the self-study, Bonneville High School used a systematic process of collecting and managing profile data. The data provides a comprehensive description of the school, which enables Bonneville High School to clearly describe its strengths, limitations, and areas for growth.

a) *What significant findings were revealed by the school's analysis of its profile?*

Some of the significant findings are as follows:

- Comparison of testing data, from year to year and within the area.
- Test results including the ACT, AP testing, State CRTs, and Stanford Achievement scores.
- Comparison of scores with other schools.
- Extensive data and graphs on student demographics.
- Excellent indicators on school performance.
- Detailed enrollment pattern data.
- Bonneville High School attendance data.
- Extensive surveys targeting students, teachers, and other stakeholders.

b) *What modifications to the school profile should the school consider for the future?*

The Visiting Team suggests that stakeholders' survey data needs to be written so that it is easier to understand. Surveys need to reflect clearer, very specific recommendations for school improvement. Many charts and graphs exist in the self-study. However, more would help to make facts, strengths, and weaknesses clear.

Suggested Areas for Further Inquiry:

The Visiting Team has no specific suggestions at this time, and emphasizes that the various sets of data that were analyzed provide a description of the “big picture” at Bonneville High School. Furthermore, the school has a data management process in place to regularly update the profile.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Bonneville High School has made great efforts to involve all stakeholders, including teachers, parents, students, and community members, in the self-study.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The school has demonstrated effective communication with students and parents.

The CRTs are lower this year than previous years, but the specific reason(s) did not seem evident in the self-study. The school needs to further examine reasons for declines in test scores. The self-study did not indicate the cohesiveness that the Visiting Team observed among teachers.

Students demonstrate an understanding of the school's slogan, and as a result the slogan has become an effective behavior management tool used by the school staff.

The Visiting Team observed that the school has compared itself to other schools, but did not observe as much self-analysis regarding teachers' own academic improvement. The teachers do show that they will continue to work on this in the future. The teachers believe that they are doing well. Most of the teachers are working on improving their own instruction, but the students do not always understand the goals of a given individual teacher. Teachers may want to periodically restate and emphasize goals so that students have a clearer understanding of requirements.

The Visiting Team observed, and both parents and students emphasized, that Bonneville High School teachers are caring and understanding toward students.

In spite of work on improving communication, a discrepancy still seems to be evident between what happens in the school and what the parents know about it. In meeting with interested parents, the Visiting Team ascertained that this gap is due to general parental apathy and not to a lack of effort on the part of school staff. The Visiting Team noted that the survey questions were developed by teachers anonymously and then revised in study groups, but no parents were involved in the development of the survey.

Some students voiced concerns about profanity and dress code violations, but the Visiting Team noted no major detractors from the actual learning environment due to such violations.

The Visiting Team observed that the school's own recommendations for improvement are perceptive, and that stakeholders appear to be fully committed to acting on these recommendations.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

The school's desired results for student learning (DRSLs) are as follows:

- Lifelong Learning
- Effective Communication
- Responsible Citizenship

Bonneville High School established a consensus-building process for defining the DRSLs that involved representatives of each stakeholder group. Recommendations and suggestions from the school's stakeholders were taken into account in defining the three DRSLs, which are consistent with the school's beliefs and mission.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

A consensus-building process was established that involved all stakeholders in initially developing and defining the school's beliefs, mission, and goals. The school has established concrete plans to increase awareness of these beliefs. Teams were appointed and are continuing to study and implement the latest findings of research and future trends as they apply to student learning.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The mission statement describes the purpose and direction for the school, and reflects a focus on student learning as the top priority for the school. The mission and beliefs are clearly stated and free of jargon.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The mission statement is focused on student learning and is reflected in the DRSLs. The belief statements focus primarily on the Responsible Citizenship DRSL, with no direct reference made to the Communication DRSL. The Visiting Team suggests that the belief statements should refer directly to all the DRSLs.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The school has set apart time for department collaboration within the scheduled school day. The school's DRSLs were developed from the Utah Life Skills curriculum.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Each of the goals developed by the departments aligns with the school's desired results for student learning. These have been developed through a collaborative effort.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

There seems to be an almost even split between actively engaged students participating in the learning activities and students who are passively listening or working on assignments as teachers sit at their desks. It is evident from the report that best practices have been discussed and encouraged in departmental and focus groups. There remains a bit of a lag in implementation in *some* classrooms.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

See the above comment.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Beyond the before- and after-school opportunities for student instructional support, the school has a built-in short day on which students receive an

additional hour of support services. The school offers a writing lab, career lab, and business lab that are available to students outside of the school day. Students indicate that the make-up day has been very beneficial to them. Teachers are available and prepared to help individual students during this period of time. In addition, several extracurricular activities extend and support student learning.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The school recognizes the desirability of varied assessments to measure student achievement. However, the development and implementation is uneven in individual classrooms. The Visiting Team recommends that professional development time be allotted to train teachers in the development and implementation of valid assessment tools.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

See comment a) above.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

See comment a) above.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The school has established an academic learning climate in which teaching and learning are supported. Students feel valued and important. Students' and staff members' accomplishments are recognized. Each department has a strong focus on instructional goals.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

Bonneville High School has done extensive survey research among parents, students, and the faculty. Departmental groups meet each month to collaborate on research-based best practices and activities. Most decisions are based on validated, research-based practices.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Bonneville High actively monitors student progress in achieving the essential knowledge and skills for their learning through standardized test results and individual teacher assessments. The school is beginning to assess the effectiveness of instructional practices and organizational conditions, and should continue to evaluate student learning and use those results in the decision-making process of continual school improvement. The Visiting Team suggests that the school leadership team use the new teacher evaluation systems as another tool to track student achievement.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Most of the schoolwide policies and operational procedures are consistent with the school's beliefs and mission, and are designed to maximize opportunities for successful learning. A resource officer is on duty full-time, and administrative staff members monitor the halls to ensure a safe, effective learning environment.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The school has implemented a plan to ensure that the allocation and use of resources are aligned with the school goals. The school leadership is using the DRSLs to guide each decision made for school improvement.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Bonneville High School used collaborative groups of students and parents as active participants in the development of the school's action plan. The Community Council and the PTSA are highly functioning bodies embedded into the activities at the high school. The Visiting Team recommends that a greater effort be made to include members of *all* ethnic and socioeconomic groups in collaborative efforts.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The school fosters positive and productive working relationships among teachers, support staff, and administrators. The students feel that the school nurtures a sense of caring and belonging. Collaborative and interdependent teams are established to achieve goals.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school initiates opportunities for parents and families to be partners in the learning process. There is little or no evidence of collegial working relationships across all levels of education (e.g., elementary, junior high, and post-secondary). The school builds collaborative networks of support with community members and leaders of higher education and business.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The school's organizational system and culture are supportive of school improvement and professional development. Professional development programs for administrators and teachers focus on the knowledge and skills required to fulfill the performance expectations of their roles and to contribute to the achievement of the school's goals for improvement. Professional development programs are designed to facilitate the acquisition of new knowledge and skills by all staff members.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school fosters an understanding of the change process among all those who have a stake in the work of the school. The school process should sustain the commitment to continuous improvement and renewal. The school supports the implementation of school improvement initiatives.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

Bonneville High School meets or exceeds the requirements of the Utah State Core Curriculum. The school's instructional and organizational practices, as well as its policies, support the desired results for student learning (DRSLs) The mission and beliefs have been collaboratively developed.

Standard II – Student Personnel Services

This standard is met. Bonneville High School has four counselors for approximately 1,320 students. The program adequately facilitates the total development of each student and meets individual needs.

Standard III – School Plant and Equipment

This standard is met. The buildings and equipment provide an aesthetically pleasing physical environment that supports the school's mission.

Standard IV – Library Media Program

This standard is met. A certified library media specialist oversees the program, which contributes to the achievement of the DRSLs.

Standard V – Records

Records are properly kept as per the requirements of NAAS.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is addressed in Chapter Five of this report.

Standard VII – Preparation of Personnel

This standard is met. Teachers are properly licensed in the State of Utah or properly exempted.

Standard VIII – Administration

The administration provides educational leadership and carries out necessary administrative procedures. The number of administrators is adequate.

Standard IX – Teacher Load

Some classes are large; some classes are very small. However, the administration is constantly addressing this problem. It is difficult to work with a fixed sum of money and meet the requirements of this standard.

Standard X – Activities

This standard is met. Bonneville offers a variety of activities that augment the curriculum and that meet the needs and abilities of students.

Standard XI – Business Practices

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The action plans are clear, with action steps, time lines, and responsible parties, and the plans are directly aligned with the DRSLs. Action plans address the school's future concerns and needs.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

Each action step has a responsible party and a completion date. Resources needed to complete each action step are listed. The Visiting Team observed strong evidence of staff commitment to the action plan.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school wide action plan appear to be?*

The action plan is tied directly to the DRSLs. Progress indicators are specific and measurable. The Visiting Team observed that students contributed to the development of the action plans. The follow-up process appears to be very sound.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the participation of all stakeholders in the entire accreditation process.
- The Visiting Team commends the plethora of activities and programs for teachers and students.
- The Visiting Team commends the extensiveness of the school profile.
- The Visiting Team commends the clear and concise action plan for school improvement.
- The Visiting Team commends all school stakeholders for their forthright and honest self-appraisal.
- The Visiting Team thanks the school for its hospitality.

Recommendations:

- The Visiting Team recommends that the school continue to collect and analyze pertinent data to drive decision-making.
- The Visiting Team recommends that the school better document the contributions of all stakeholders.
- The Visiting Team recommends that the school revisit belief statements to better align with the school DRSLs, especially Communication.
- The Visiting Team recommends that the school allot professional development time for the development and implementation of quality assessment systems.
- The Visiting Team recommends that the school allot professional development time for the continued development and implementation of best practices in the classroom.